



New Academic Program Workflow Form

General

Proposed Name: Teaching Online by Design

Transaction Nbr: 00000000000146

Plan Type: Minor

Academic Career: Undergraduate

Degree Offered:

Do you want to offer a minor? N

Anticipated 1st Admission Term: Fall 2024

Details

Department(s):

EDUC

DEPTMNT ID	DEPARTMENT NAME	HOST
3222	Teaching, Learning and Sociocultural Studies	Y

Campus(es):

MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

ONLN

LOCATION	DESCRIPTION
ONLN	Online

Admission application terms for this plan: Spring: Y Summer: N Fall: Y

Plan admission types:

Freshman: Y Transfer: Y Readmit: Y Graduate: Y

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

Plan Taxonomy: 13.0501, Educational/Instructional Technology.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: Y Teaching Online by Design minor

Transcript: Y Teaching Online by Design minor

Conditions for Admission/Declaration for this Major:

There are no specific admission requirements for this minor. This program will fall under the same accredited requirements for education.

Requirements for Accreditation:

NA

Program Comparisons

University Appropriateness

There are no other programs like this minor as it combines both the principles of instructional design with the pedagogical practices of teaching and learning. There are instructional design programs in the state at both ASU and UAGC, but this minor goes deeper by teaching both the design of multimodal courses and how to effectively teach and engage students in online environments. This minor is just not focused on instructional design, but dives into the scholarship of teaching online. There is a degree at NAU on Educational Technology, but it does not address the teaching scholarship of educational technology.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
1	Instructional Design	BA	30	UAGC	Y
2	Ed Studies Instr Design	BAED	120	ASU	Y
3	Educational Technology	MA	40	NAU	Y
4	Instructional Design & Technol	MS	50	UAGC	Y
5	Online Inst Design & Perform	CERTG	150	ASU	Y

Peer Comparison

Most of the course work for this program aligns with these peer programs in teaching instructional technology, instructional design and teaching online. Some are more focused on instructional technology, while others are geared toward instructional design. All center around pedagogy for online education.

A couple of differences are the introduction of user experience (UX) and Universal Design for Learning (UDL) into the curriculum. This program will also highlight not only designing online courses but the facilitation of online instruction.

Another major difference is the alignment with our university in-house instructional design team. We will be exposing students to real world work situations and professionals. Our instructional design team will be teaching these courses and mentoring students. We will weave into the curriculum other working professionals for to students gain knowledge and experience in the working environment of online learning.

Teaching and learning are ubiquitous within any career pathway. The online component of this area has become more prevalent and will continue to grow. This minor allows students to gain insight into the mechanics of online educational and training environments no matter where their targeted career may lead them.

Resources

Library

Acquisitions Needed:

NA

Physical Facilities & Equipment

Existing Physical Facilities:

NA

Additional Facilities Required & Anticipated:

NA

Other Support

Other Support Currently Available:

The minor could be offered to students in a variety of colleges who are interested in education or communication of learning outcomes. The University Center for Assessment, Teaching, and Technology (UCATT) along with Disability Resource Center can currently support this minor with

individuals who either have a Master's, PhD or an EdD with professional expertise in all these areas. UCATT could oversee the internships within the office or with outside agencies.

Other Support Needed over the Next Three Years:

NA

Comments During Approval Process

11/30/2023 1:55 PM

MBWOOD

Comments
Approved.

1/16/2024 1:44 PM

MELANIECMADDEN

Comments
uploaded updated Addl Info form with updated Learning outcomes



New Academic Program – Minor ([Undergraduate](#)) CURRICULAR INFORMATION

MINOR DESCRIPTION

The Teaching Online by Design (TOBD) minor is designed to engage and prepare students on how to design and facilitate online courses/programs. This minor provides a deep dive into current theories and practices of instructional design and teaching/learning in the field of online education. It further aims to prepare undergraduates for careers in online education involving all levels of education from K-12, higher education, government, and industry. The curriculum has been created by professionals from the field of online education and students will have access to real world situations. The courses are taught by experts with professional instructional design backgrounds and online teaching experience. Students will learn broad knowledge and skills necessary to move into entry level positions in various online educational settings.

JUSTIFICATION/NEED FOR THE MINOR

Teaching Online by Design has been created to meet the growing needs of **ALL** educators in a wide variety of teaching sectors. This includes K-12 teachers, Higher Education faculty, and Community College professors, as well as those who develop online academic, professional development and training programs within non-profit organizations, governmental agencies, and in industry. This minor is designed for both experienced educators and those interested in entering the field of online teaching and learning including:

- K-12 teachers
- Vocational and community college instructors
- College and university professors
- Doctors, nurses, and other health educators involved in patient education, continuing education or in-service education, community health education professionals, or academic healthcare educators.
- K-16 curriculum consultants, professional development staff, technology coordinators, and distance education leaders.
- Continuing education facilitators and trainers in professional associations, nonprofit organizations, business, government, and military interested in teaching online and blended courses, or using web-based components to enhance face-to-face instruction.

MINOR REQUIREMENTS

Undergraduate Minor:

Minimum total units required	18
Minimum upper-division units required	9
Total transfer units that may apply to minor	9
List any special requirements to declare admission	None
Minor requirements. List all required minor requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	<p>Required core courses:</p> <ul style="list-style-type: none"> • TLS 253 - Teaching Online by Design (3) <p>Three foundational courses:</p> <ul style="list-style-type: none"> • TLS 454 - Instructional Design: K-12 to Higher Education to Industry (3) • TLS 455- Universal Design for Learning (UDL) meets User Experience (UX) (3) • TLS 456 - Student Engagement in Online Learning Environments (3) • TLS 318 – Teaching and Learning with New Technologies (3) • TLS 444 - Designing Instruction for Online/Hybrid Teaching Environments (3) • TLS 448 – Educational Video (3) • ESOC 211 – Collaborating in Online Communities (3) • ESOC 319 – Instructional Technologies (3) <p>Two electives:</p> <ul style="list-style-type: none"> • TLS 333 – Digital Multimodal Composing in Educational Context (3)

	<ul style="list-style-type: none"> • TLS 430 – Literacy Technology (3) • ISTA 263 – Learning in the Information Age (3) • AED 437 – Methods of Facilitating Learning (3) • AED 460 – Instructional Material Development (3) • AED 462 – Curriculum Development (3)
Internship (Provide description)	Optional Internship in Digital Learning unit at UA or with corporate partner
Additional requirements (Provide description)	Complete and submit an online learner experience module in at least one course.
Any double dipping restrictions	Minor coursework may be double dip with another major and minor courses.

Learning Outcomes and Curriculum Map:

<p>Learning Outcome #1: Students will be able to describe and apply the andragogical/pedagogical practices of online learning to diverse learning contexts.</p>
<p>Concepts: The following concepts will be addressed: 1) andragogical/pedagogical practices, 2) best practices in online education, & 3) teaching and learning in diverse learning context.</p>
<p>Competencies: The following skills will be acquired: 1) adaptability and flexibility, 2) effective communication, & 3) cultural difference in diverse workplace environments.</p>
<p>Learning Outcome #2: Students will be able to assess and utilize the various theories and frameworks pertaining to instructional design principles, user experience and associated issues.</p>
<p>Concepts: The following concepts will be addressed: 1) instructional design principles, 2) universal design for learning (UDL) with user experience (UX), & 3) learning theories applied to online education.</p>
<p>Competencies: The following skills will be acquired: 1) design and assessment of learning objectives, 2) development and design of multimodal learning environments, & 3) user research and personal development.</p>
<p>Learning Outcome #3: Students will be able to design, facilitate and assess an online course experience with the latest instructional technologies.</p>
<p>Concepts: The following concepts will be addressed: 1) technology integration into online learning, 2) learning engagement strategies, & 3) accessibility, security, privacy, copyright, and intellectual property.</p>
<p>Competencies: The following skills will be acquired: 1) technology proficiency, 2) assessment and evaluation of technology tools, & 3) data analysis and continuous improvement.</p>
<p>Learning Outcome #4: Students will be able to analyze the innovations, challenges, and opportunities that digital environments pose in diverse learning contexts.</p>

Concepts: The following concepts will be addressed: 1) Innovative instructional strategies for online environments, 2) Digital literacy and citizenship for both educators and learners, & 3) Data and learning analytics.

Competencies: The following skills will be acquired: 1) creating an inclusive, accessible learning environment, 2) Critical analysis of innovations, challenges, and opportunities in digital environments, & 3) Global and ethical considerations for online environments.

Curriculum Map: Which courses in the emphasis connect to these learning outcomes? Use the table below to provide the information, Key: "I"= Introduced; "R"= reinforced and opportunity to practice; "M"= mastery at the senior or exit level; "A"=assessment evidence collected for program-level decision making

	L01 – describe and apply the andragogical and pedagogical practices of online learning to diverse learning contexts.	LO2 - assess and utilize the various theories and frameworks pertaining to instructional design principles, user experience and associate issues.	LO3 - design, facilitate and assess an online course experience with the latest instructional technologies.	LO 4 - analyze the innovations, challenges, and opportunities that digital environments pose in diverse learning contexts.
TLS 253	I	I	I	I
TLS 454	R & M	R & M	R & M	R & M
TLS 455	R	R & M	R	R & M
TLS 456	R & M	R	M	R
TLS 318	R	R	R & M	R & M
TLS 444	R & M	R & M	R & M	R & M
TLS 448	R	R	R	R
ESOC 211	R	R & M	R & M	R
ESOC 319	R	R	R & M	R

REQUIRED SIGNATURES

Program Director/Main Proposer (print name and title):

Program Director/Main Proposer signature:

Date:

Department Head (print name and title):

Department Head’s signature:

Date:

Associate/Assistant Dean (print name):

Associate/Assistant Dean's signature:

Date:

Dean (print name):

Dean's signature:

Date:

For use by Curricular Affairs:

Undergraduate:

Committee	Approval date
APS	
Undergraduate Council	
Undergraduate College Academic Administrators Council	
Faculty Senate	

Undergraduate:

Committee	Approval date
APS	
Undergraduate Council	
Undergraduate College Academic Administrators Council	
Faculty Senate	



New Academic Program PEER COMPARISON

Program name, degree, and institution	Proposed UA Program Minor in Teaching Online by Design	University of California Berkeley Online Education Minor: Educating for the 21 st Century	Stanford Undergraduate Minor in Education	University of Florida Undergraduate Minor in Educational Technology
Current number of students enrolled		50	40	60
Program Description	The Teaching Online by Design (TOBD) minor is designed to engage and prepare students on how to design and facilitate online courses/ programs. This minor provides a deep dive into current theories and practices of instructional design and teaching/learning in the field of online education. It further aims to prepare undergraduates for careers in online education involving all levels of education from K-12, higher education, government, and industry. The curriculum has been created by professionals from the field of online education and students will have access to real world situations. The courses are taught by experts with professional instructional	Interested in a career in education or want to learn more about teaching and learning? With the Online Education Minor, “Educating for the 21st Century,” you can earn a certificate for a Minor in Education in just two summers (courses are often available during the academic year as well). You will gain experience not just learning about educational theories, but also real-world experience as teacher-mentors through our unique practicum experience. Our online courses explore a range of topics related to key issues in education, such as digital literacy, virtual learning environments, and global education.	The undergraduate minor in education is designed to provide a substantial introduction to education through a broad-based and focused study of education research, theory, and practice. The goals of the minor are to: develop an understanding of the core issues facing educators and policymakers, make connections to major programs of study, and provide rigorous preparation for graduate studies in education.	Designed to empower teaching and learning in real-world situations, our undergraduate Education Technology minor combines technology, multimedia, learning and design theories with creativity to help you build a unique, high-demand skill set. Students utilize advanced technology to gain proficiency in creating interactive and engaging multimedia products. Beyond hands-on hardware and software experience, the education technology minor provides students with solid pedagogical foundations, contemporary research, and proven practices for improving learning and training outcomes. At the completion of the minor, students will have created a web portfolio showcasing their

	design backgrounds and online teaching experience. Students will learn broad knowledge and skills necessary to move into entry level positions in various online educational settings.			mastery in designing, developing, and utilizing a variety of interactive multimedia products and technology to enhance learning effectiveness.
Target Careers	<p>The Teaching Online by Design minor is designed for both experienced educators and those interested in entering the field of online teaching and learning including:</p> <ul style="list-style-type: none"> K-12 teachers Vocational and community college instructors College and university professors Doctors, nurses, and other health educators involved in patient education, continuing education or in-service education, community health education professionals, or academic healthcare educators K-16 curriculum consultants, professional development staff, technology coordinators, and distance education leaders Continuing education facilitators and trainers in professional associations, nonprofit organizations, business, government, and military interested in teaching 	<p>Working with</p> <ul style="list-style-type: none"> (1) K-12 youth or peers; (2) conducting guided research; (3) working in an education-providing institution; and (4) course assistance in a university class. 	<p>Working in the field of:</p> <ul style="list-style-type: none"> (1) teaching and learning (2) educational research; (3) educational policy; and (4) educational technology 	<p>This program is designed for future professionals who are seeking a career in educational institutions, or in business, corporate or industry settings. Possible employment opportunities include but are not limited to: media specialist, instructional designer, technology trainer, media or web developer, or eLearning consultant.</p>

	online and blended courses, or using web-based components to enhance face-to-face instruction.			
Minimum # of units required	18 (6 courses)	18 (6 courses)	20-30 (6 courses)	15 (5 courses)
Special Requirement	<p>Undergraduate: Students must complete one core course, two foundational courses and three electives.</p> <p>Graduate: Students must complete one core course and two electives.</p>	To receive a certificate for a Minor in Education, individuals must complete one required course (EDUC W190); three electives; plus, three units of practicum experiences. If you choose not to complete the entire certificate program, you are welcome to enroll in individual courses.	Coursework must be approved by the minor director and meet the following criteria: courses must be taken for a minimum of 3 units each; a 3.0 GPA must be maintained for all minor courses; all courses must be taken for a letter grade; courses used to fulfill the minor requirements may not be used to fulfill any other department degree requirements (major or minor).	Apply for the minor after earning 45 credits and before earning 100 credits. Minimum 2.0 GPA is required. All 3000 and 4000 level courses in the minor must be taken at UF. Obtain college approval on the application for minor before submitting the form to studenthelp@coe.ufl.edu .
	<p>TLS 253 - Teaching Online by Design (3) (NEW)</p> <p>TLS 454/554 - Instructional Design: from K-12 to Higher Education to Industry (3) (NEW)</p> <p>TLS 455/555- Universal Design for Learning (UDL) meets User Experience (UX) (3) (NEW)</p>	<p>EDUC W190 Critical Issues in Education</p> <p>EDUC W140A The Art of Making Meaning</p> <p>EDUC W141 Exploring Digital Pedagogy</p> <p>EDUC W142 Education in a Global World</p>	<p>EDUC 101 Introduction to Teaching and Learning</p> <p>EDUC 230 Learning Experience Design</p> <p>EDUC 281 Technology for Learners</p> <p>EDUC 328 Topics in Learning and Technology</p>	<p>EME 2040 Introduction to Educational Technology</p> <p>EME 3319 Design and Development of Educational Multimedia</p> <p>EME 3813 Technology-Enhanced Learning Environments</p>

	<p>TLS 456/556 - Student Engagement in Online Learning Environments (3) (NEW)</p> <p>TLS 318 – Teaching and Learning with New Technologies</p> <p>TLS 444 - Designing Instruction for Online & Hybrid Teaching Environments</p> <p>TLS 448 – Educational Video</p> <p>ESOC 211 – Collaborating in Online Communities</p> <p>ESOC 319 – Instructional Technologies</p> <p>Electives: TLS 333 – Digital Multimodal Composing in Educational Context TLS 430 – Literacy Technology ISTA 263 – Learning in the Information Age AED 437 – Methods of Facilitating Learning AED 460 – Instructional Material Development AED 462 – Curriculum Development</p>	<p>EDUC W153 Research in Education: Studying Educational Inequality and Possibility</p> <p>EDUC W161 Digital Learning Environments</p>	<p>EDUC 366: Learning in Formal and Informal Environments</p> <p>EDUC 398 Core Mechanics for Learning</p>	<p>EME 4673 Introduction to Instructional Design</p> <p>EME 4320 Instructional Development for Teaching and Learning</p>
<p>Internship, practicum, or</p>	<p>Optional</p>	<p>Practicum</p>	<p>None</p>	<p>None</p>

applied/experiential requirements? If yes, describe.				
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Additional questions:

1. How does the proposed program align with peer programs? Briefly summarize the similarities between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.

Most of the course work for this program aligns with these peer programs in teaching instructional technology, instructional design and teaching online. Some are more focused on instructional technology, while others are geared toward instructional design. All center around pedagogy for online education.

2. How does the proposed program stand out or differ from peer programs? Briefly summarize the differences between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.

A couple of differences are the introduction of user experience (UX) and Universal Design for Learning (UDL) into the curriculum. This program will also highlight not only designing online courses but the facilitation of online instruction.

Another major difference is the alignment with our university in-house instructional design team. We will be exposing students to real world work situations and professionals. Our instructional design team will be teaching these courses and mentoring students. We will weave into the curriculum other working professionals for to students gain knowledge and experience in the working environment of online learning.

3. How do these differences make this program more applicable to the target student population and/or a better fit for the University of Arizona?

Teaching and learning are ubiquitous within any career pathway. The online component of this area has become more prevalent and will continue to grow. This minor allows students to gain insight into the mechanics of online educational and training environments no matter where their targeted career may lead them.



BUDGET PROJECTION FORM

Name of Proposed Program or Unit: Teaching Online By Design Minor (undergraduate & graduate)

Budget Contact Person:	Projected		
	1st Year 2022 - 2023	2nd Year 2023 - 2024	3rd Year 2024 - 2025
METRICS			
Net increase in annual college enrollment UG - minors only	25	50	75
Net increase in college SCH UG	225	450	675
Net increase in annual college enrollment Grad - minor only	25	50	75
Net increase in college SCH Grad	225	450	675
Number of enrollments being charged a Program Fee	-		
New Sponsored Activity (MTDC)	-		
Number of Faculty FTE			
FUNDING SOURCES			
Continuing Sources			
UG RCM Revenue (net of cost allocation)	34,236	68,472	102,707
Grad RCM Revenue (net of cost allocation)	34,236	68,472	102,707
Program Fee RCM Revenue (net of cost allocation)			
F and A Revenues (net of cost allocations)			
UA Online Revenues			
Distance Learning Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
Total Continuing	\$ 68,472	\$ 136,944	\$ 205,414
One-time Sources			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL SOURCES	\$ 68,472	\$ 136,944	\$ 205,414
EXPENDITURE ITEMS			
Continuing Expenditures			
Faculty .25 FTE at \$60,000	15,000	30,000	30,000
Other Personnel - 4 instructors at \$3,500 each	14,000	14,000	14,000
Employee Related Expense			
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
Total Continuing	\$ 29,000	\$ 44,000	\$ 44,000
One-time Expenditures			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ 29,000	\$ 44,000	\$ 44,000
Net Projected Fiscal Effect	\$ 39,472	\$ 92,944	\$ 161,414



July 31, 2023

Melody J Buckner, Ph.D.
Associate Vice Provost for Digital Learning and Online Initiatives
University Center for Assessment, Teaching, and Technology (UCATT)
MP Integrated Learning Center, 103
PO Box 210070 | Tucson, AZ 85721

Dear Dr. Buckner,

I am happy to support the new proposed program, Teaching Online by Design, a program that is complementary to the iSchool's programs and courses. Our leadership team here in the iSchool is in full support of your using any existing courses we offer to help round out the choices for students. We are also quite enthusiastic about working with you and are so pleased to see you launching such an exciting opportunity for students here at the University of Arizona.

Sincerely,

Dr. Catherine Brooks
iSchool Interim Dean and Professor